



**CORPUS CHRISTI
CATHOLIC SCHOOL**

Relationships and Sex Education Policy

September 2020

MISSION STATEMENT

Corpus Christi Catholic School is a welcoming, vibrant and diverse community with the Christian values of respect, equality and love for all at its core.

We aim to nurture, motivate, educate and to inspire all children to become lifelong learners and to achieve the best that they can.

Following the example of Jesus, we uphold our school motto:
To Learn, To Live, To Love.

Discere Vivere Amare



CORPUS CHRISTI
CATHOLIC SCHOOL

POLICY STATEMENT:

| Date | Review Date | Subject Leader | Nominated Governor |
|----------|-------------|----------------|--------------------|
| 01.11.20 | 01.11.21 | Mrs A. Duffy | Mrs H Bellamy |

Rationale

“... children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities... they should receive a positive and prudent education in matters relating to sex, and young people have their right to be stimulated to make sound moral judgment based on well-informed conscience and to put them into practice with a sense of personal commitment ...”

Gravissimum Educationis (para. 3) Second Vatican Council.

The Corpus Christi Sex and Relationship Education (SRE) policy is based on a combination of the Qualification and Curriculum Authority (QCA), Archdiocese of Southwark Education in Human Love Policy Statement for Relationship & Sex Education October 2020, Social and Emotional Aspects of Learning (SEAL) and other schemes of the Catholic Church, including ‘A Journey in Love’.

RSE is part of the Personal, Social and Health Education (PHSE) curriculum in the school and is used to inform and guide the children in all areas of interpersonal relationships, including friendships and family relationships, and in upper KS2 puberty and reproduction. This is carried out with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

Teaching of quality RSE is essential in creating an inclusive ethos and is central to developing healthy relationships and behaviours where children are able to assess and manage risk.

CURRICULUM AIMS AND OBJECTIVES:

Aims

Corpus Christi aims to integrate SRE into the curriculum in such a way as to meet the particular needs of children as they grow and develop. It will seek to answer questions honestly when they occur, and in a manner appropriate to the child's age. From a child's early years, the teaching of RSE aims to:

- provide information that is relevant and appropriate to the age and developmental stage of the pupils
- foster self-esteem, positive self-image and confidence.
- foster respect for self, to others, and a growing appreciation of the dignity of Christian marriage and family life in line with the school's RE programme "Come and See"
- To ensure that RSE is delivered with a cross-curricular and integrated approach and embedded in the wider context of the school's PSHE and RE Programme.
- Children in Years 5 and 6 are given appropriate facts and information about puberty and sexual development.

Objectives

- To encourage pupils' growth in self-respect, acknowledging we are all created in the image and likeness of God.
- To help pupils develop an understanding that love is the central basis of relationships.
- To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect similarities and differences between people.
- To develop pupils' confidence in talking, listening and thinking about feelings and relationships.
- To help pupils acquire the skills necessary to develop and sustain relationships.
- To offer sex education supported by the school's wider curriculum for personal, social and health education.
- To be able to know their body, learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) and say which part of their body is associated with each sense. Include the introduction of genitals if agreed after consultation with parents/carers and describe the changes as humans develop to old age.
- To ensure that pupils are prepared for puberty and the opportunities, responsibilities and experiences that adult life will bring.
- To ensure that pupils know how to keep themselves safe, can protect themselves and ask for help and support when needed.
- To help pupils to develop a healthier, safer lifestyle.
- To prepare pupils to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom/reign of God.

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils (England) Regulations 2000
- Education Act 2003
- Equality Act 2010

The following documentation is also related to this policy:

- The Education Inspection Framework (Ofsted 2019)
- Archdiocese of Southwark Education in Human Love Policy Statement for Relationship & Sex Education October 2020
- An investigation into how to assess the quality of education through curriculum intent, implementation and impact (Ofsted 2018)
- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Equality Act 2010: Advice for Schools (DfE)
- The National Curriculum in England Framework Document (DfE) 2014
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

ORGANISATION AND PLANNING

Teaching and Learning Styles

SRE is taught in a variety of ways, including taught sessions, class and group discussion, and media including SRE and PSHE videos and computing resources. In upper KS2 during Sex and Relationship Education classes, children also have the opportunity to ask anonymous questions to address any concerns or issues not previously covered.

Parents are sent reminder letters prior to the teaching of Upper KS2 Sex and Relationship Education lessons. These lessons are delivered in separate gender groups by same-gender staff.

Resources

The school's SRE resources are in line with Catholic teaching and the school's SRE policy. SRE is based on the QCA units issued by the government in partnership with a range of resources from Mc Crimmons – 'A Journey in Love', Young London Matters SRE Core

Curriculum for London: A Practical Resource and also resources from the BBC and Channel 4.

Specific issues within SRE

Withdrawal

Parents/carers have the right to withdraw their children from all or part of the SRE provided at the school except for those parts included in the statutory National Curriculum. Those parents/carers wishing to exercise this right are invited to see the Headteachers who will explore any concerns and discuss any impact withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Prior to Upper KS2 Sex and Relationship Education lessons, a letter will be sent home explaining the content and parents are invited to an information evening where any questions can be addressed.

Confidentiality

As a general rule, children's confidentiality is maintained by the teacher or member of staff concerned. However, staff never promise absolute confidentiality as work relating to SRE may give rise to concerns or disclosures. In those cases, staff follow the school's Safeguarding and Child Protection policy.

Child Protection


Corpus Christi has a separate Safeguarding and Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

Staff are aware that views around SRE are varied. However, while pupil views are respected, all SRE issues are taught within the framework of the Catholic values. Pupils are made aware of a variety of views and beliefs so that they are able to form their own, informed opinions but also understand that others may have different opinions.

Dealing with Questions

Both formal and informal SRE issues that arise from children's questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skills and discretion in this area.



Implementation of National Curriculum 2014

RSE is taught through different aspects of the curriculum. The main teaching of SRE is through 'A Journey in Love' which is developmental programme for primary school children. It is also taught through PSHE and Citizenship although some RSE is taught through other subject areas (for example RE, PE, and Science) where it contributes significantly to a child's knowledge and understanding of this or her relationships with others or their own body and how it changes and develops.

In KS1, children are taught:

- We are children of God
- The main parts of the body
- To recognize similarities and differences between themselves and others
- To identify and share their feelings with each other
- To recognize safe and unsafe situations
- To identify someone to talk to that they can trust
- Relationships within family, friendships and community
- Animals, including humans, move, feed, grow and reproduce

In KS2 children are taught:

- Life processes (including in upper KS2 physical changes that take place at puberty, why they happen and how to manage them)
- The main stages of the human life cycle
- To express their opinions about relationships and bullying, learning to listen and to support others
- To respect other peoples' views and beliefs and celebrate differences
- To recognize their own self-worth and identify positive things about themselves

Foundation Stage

The RSE scheme 'A Journey in Love' is introduced to children at Nursery where they learn about friendship and Jesus is our friend. This is further developed in Reception where children learn about 'God's Love in Our Family'. Personal, Social and Emotional Development (PSED) plays a major role in the Early Years Foundation Stage (EYFS) curriculum. Children are taught to manage their own personal needs, develop the social skills they need to build successful relationships, and to take into account and respect the ideas of others. PSED is taught as a separate subject; however, its objectives are taught throughout the other areas of learning to encourage children's own sense of self-worth and positive relationships with peers and adults.

Teachers in each year group will together develop contingency plans to deliver the RSE curriculum to pupils in the event that remote learning is required.

Contingency plans will:

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations (including cross-curricular links)
- Give access to high quality remote education resources
- Make use of the online tools that are consistently used across the school in order to allow interaction, assessment and feedback to pupils
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- Be inclusive of SEND pupils and their families

DIFFERENTIATION

During teaching we will ensure differentiation and inclusion and that RSE is sensitive to the different needs of individual pupils, respect pupils' different abilities, levels of maturity and personal circumstances e.g. sexual orientation, faith and culture.

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all pupils, in particular those protected characteristics listed under the Equalities Act 2010.

ASSESSMENT FOR LEARNING

Assessment and Recording

Work in RSE is recorded in Religion books, where the outcome is a non-verbal response to lessons. Elements of RSE in the science curriculum are assessed formally. Some aspects of Relationships and Sex Education are recorded during PSHE lessons also. Children are given the opportunity for self-assessment at the end of each unit.

MONITORING ARRANGEMENTS

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Co-Headteachers and the Senior Leadership Team.

Standards will be monitored by:

- looking at pupils' work
- subject observations
- pupil discussions
- audit of subjects
- scrutiny of planning
- general curriculum discussions

INCLUSION

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travelers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- more able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- gifted children are those who have the ability to do well in more than one subject;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

TRAINING

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - National Curriculum programmes of study and attainment targets for all subjects
 - Curriculum
 - Teaching and learning
 - Planning
 - Differentiation
 - Assessment
 - Monitoring and Evaluation
 - Special Educational Needs
 - Academically More Able, Gifted and Talented Pupils
 - Key skills
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

ROLES AND RESPONSIBILITY FOR THE POLICY

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for the curriculum leadership of English;
- delegated powers and responsibilities to the Co-headteachers to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;

- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Governing Body
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Co-Headteachers and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy.

Role of the Co-Headteachers

The Co-Headteachers will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure teachers:
 - 'have good knowledge of the subject(s) and courses they teach;
 - have effective support for those teaching outside their main areas of expertise;
 - present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching;
 - check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches;
 - design their teaching to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;
 - use assessment well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching;
 - create an environment that allows the learner to focus on learning;
 - develop a rigorous approach to the teaching of reading in order to develop learners' confidence and enjoyment in reading;
 - use reading materials at the early stages of learning to read that are closely matched to learners' phonics knowledge'. (Amended from the 'Education Inspection Framework' (Ofsted 2019)
- work closely with the curriculum leader, subject leaders and the link governor;
- ensure compliance with the legal requirements of the National Curriculum;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- encourage parents to take an active role in curriculum development;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;

- monitor the effectiveness of this policy by;
 - observing teaching and learning
 - planning scrutinies and work trawls
 - discussions with pupils and members of the school council
 - annually report to the Governing Body on the success and development of this policy

Role of the Subject Leader

The Subject Leader will:

lead the development of this policy throughout the school;

- work closely with the Co-Headteachers, the nominated governor and SENCO;
- promote the teaching of numeracy and literacy within all subjects;
- be accountable for standards in this subject area;
- monitor standards by:
 - auditing the subject area
 - review of the scheme of work
 - monitoring teachers planning
 - lesson observations
 - scrutinising children's work
 - discussions with pupils
- work in conjunction with the Headteacher, Senior Leadership Team Leader, teaching and support personnel to provide statements on each of the following:

| We ... | Evidence |
|---------------|--|
| Intent | have constructed a 'curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life' by: |
| | provide a curriculum that is 'coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment' by: |
| | have the 'same academic, technical or vocational ambitions for almost all learners and we have designed an ambitious curriculum to meet the needs of some learners with high levels of SEND' by: |
| | ensure 'learners study the full curriculum 'specialising' only when necessary' by: |

| | | |
|-----------------------|---|--|
| Implementation | ensure 'teachers have good knowledge of the subject(s) and courses they teach' by; | |
| | provide 'effective support for those teaching outside their main areas of expertise' by: | |
| | ensure 'teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching' by: | |
| | ensure teachers 'check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback' by: | |
| | ensure teachers 'respond and adapt their teaching as necessary, without unnecessarily elaborate of differentiated approaches by: | |
| | ensure 'over the course of study, teaching is designed to help learners to remember in the long term the content they have been and to integrate new knowledge into larger concepts' by: | |
| Impact | ensure assessment is used well in order to 'help learners embed and use knowledge fluently or to check understanding and inform teaching' by: | |
| | 'understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners' by: | |
| | ensure 'teachers create an environment that allows the learner to focus on learning' by: | |
| | ensure ' the resources and materials that teachers select reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment' by: | |
| | ensure 'learners are ready for the next stage of education, employment or training' by: | |

(Quotes taken from the Education Inspection Framework (Ofsted 2019))

- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- manage the subject budget effectively;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- devise medium and short term planning;
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy (in an age appropriate form);
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;

- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy as it applies to them;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - curriculum development workshops
- be encouraged to assist in school as volunteers;
- be encouraged to respond to curriculum information newsletters;
- be informed via termly newsletters of their child's topics;
- asked to provide suggestions and ideas for improving this subject;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- be invited to make presentations to pupils on aspects of this subject area;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning.

LINKS TO OTHER POLICIES

- Academically More Able, Gifted and Talented Pupils
- Assessment
- Curriculum
- Curriculum Intent, Implementation and Impact
- Differentiation
- English as an Additional Language (EAL)
- Monitoring and Evaluation
- Self-Evaluation and School Improvement
- Special Educational Needs
- Teaching and Learning

Confirmation of policy:

Corpus Christi School

Subject Lead:

Link Governor: Mrs H Bellamy

Date to be reviewed: September 2021